

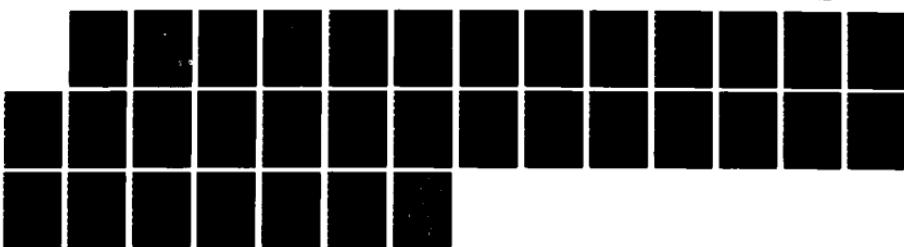
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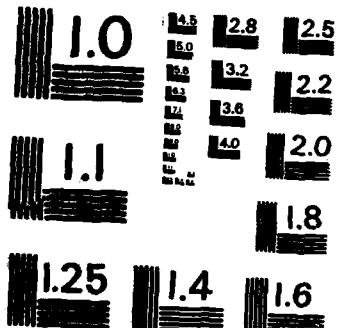
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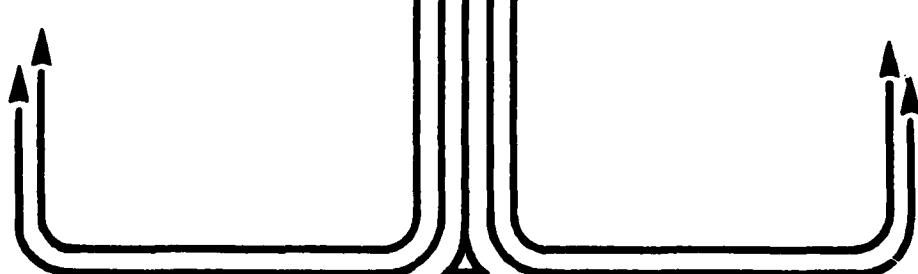
CHARM SCHOOL--DEALING WITH PEOPLE

MAJOR PERRY N. KARRAKER 86-1345

*"insights into tomorrow"*

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**TITLE** CHARM SCHOOL--DEALING WITH PEOPLE

**AUTHOR(S)** MAJOR PERRY N. KARRAKER, USAF

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Submitted to the faculty in partial fulfillment of  
requirements for graduation.

**AIR COMMAND AND STAFF COLLEGE**  
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## PREFACE

The culmination of this project is a 16 minute videotape which may be used to integrate two movies, ("A Gift from Mrs. Timm" and "Person to Person--Making Communications Work for You.") into a 45 minute course which emphasizes better common courtesies and stresses the need for better interpersonal communications. The course was established to refamiliarize people with the need to be considerate of others, especially in the work environment.

The videotape portion of this project may be obtained by ordering Cassette F 36112-5564 from Air University Television (AUTV), Maxwell AFB, AL 36112-5564. Requestor must supply a 20-minute 3/4 inch videocassette.

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## ABOUT THE AUTHOR

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Major Perry N. Karraker is a senior navigator with 4,800 flight hours as a flight examiner/instructor in C-141A, HC-130, WC-135B, and T-43A aircraft. He has worked at Headquarters, Aerospace Rescue and Recovery Service as Chief of the Command Briefing Team and as Chief of the Plans Division. His last assignment was as the executive officer to the base commander at Mather AFB. He has an undergraduate degree in counseling psychology and a masters degree in business management. His professional military education consists of Squadron Officer School and Air Command and Staff College in residence.

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## Chapter One

### HISTORY

This chapter addresses the creation and subsequent history of the 'charm school' that developed at Mather Air Force Base to foster harmony and common courtesy among base employees. A synopsis of events leading to the development and implementation of the school will help establish why I undertook this project.

In December 1984, while working as the base commander's executive officer, I was asked to come into his office to discuss something that was bothering him. He was concerned about the number of complaints he had been receiving from base personnel about conditions in their work environment. The overall theme of these complaints was the lack of courtesy displayed by workers and customers alike. This lack of courtesy was causing friction in several departments and appeared to be reducing productivity. He asked me to come up with some type of base-wide program that would reemphasize common courtesy in the work environment. The problem seemed simple, but finding an effective way to solve it was another matter.

Before attempting to solve the problem, I wanted to make sure the problem was real. I visited the departments that were identified by the commander as having a high incidence of complaints. The more I watched the individuals in these areas, the more I began to see a common thread--people were not being treated as they thought they should be. There was an apparent lack of courtesy between customers and workers which sometimes degenerated into outright belligerency.

I identified the basic problem as people failing to recognize how they were treating others. Basic common courtesies were being ignored. Now the problem was how to go about correcting those attitudes. Possible solutions included emphasizing the problem at unit commander's calls, or to sending letters to all base support squadrons. The base commander did not like either approach. Ultimately, it was decided that a seminar course, attended by both military and civilian personnel, offered the best possibility of success.

The objectives for the course were developed after careful observation of the problematic duty sections during a normal workday. I was able to narrow the scope of the actual problem to several situational conditions that were prevalent in many offices on base. People forgot how to deal with others

effectively and did not clearly understand the basics of communications.

I established some basic parameters that I felt the course must have. First, it had to be entertaining. It must grab the attention of the audience and hold that attention throughout the course. Secondly, the course needed to be short so as not to require too much time away from work. Finally, the course had to relate to everyone without assigning guilt to anyone.

I looked at my first parameter, entertainment, and decided to consider the possible use of movies. The base film library was the initial stop in searching for potential movies. There I was fortunate to have had great help and support from the head of the library. After describing my project to her, she helped me search through a myriad of movies. I wanted them to pertain to real-life situations so the audience could better associate with them. Once the number of movies was narrowed down, the movies were requested for me to preview. Finally, after nearly two months of searching, I selected two movies which were each approximately 15 minutes in length. The next goal was to incorporate the movies into a short course.

Keeping the course short, yet effective, was a primary consideration and the second parameter to be met. A short course required precise timing and a concise flow of information. This necessitated putting the movies into a short, workable, and educational sequence. Two hours or less was the length of time I established for the course. Anything longer would significantly reduce the number of personnel allowed to attend the course by their supervisors.

The final parameter for the course was to insure that it would relate to the entire audience. I knew I would not be dealing with a select group, but rather would deal with a wide-range of people who varied in age, job position, and educational background. I had to find a happy medium where the majority of the audience would feel comfortable listening to the course. With this in mind, I decided that the course should be taught in a relaxed atmosphere emphasizing nonattribution. That way anyone wanting to say something could do so comfortably knowing that it would not be used against that individual at some other time. I also planned the course so that I would tell stories to stimulate discussion.

After nearly three months of preparation the course was ready for presentation to a carefully selected group of 50 people. Directors and commanders were asked to select a cross section of people from their divisions. No participant knew precisely what type of course they were attending. To gain the attention of the class, I devised a short skit that included my administrative assistant. On the appointed day I walked into the briefing room and I welcomed them. I told them that this course dealt with getting along with people and improving interpersonal communications. I outlined the session and mentioned that two movies would be shown. The movie projector was behind a

rear-projection screen and I had a remote control switch to activate it. I faked flipping the switch and pretended to be very upset because the projector wasn't working. I wanted the class to think that I was losing my temper. I went into the hallway, out of sight of the class, but still within hearing range, and loudly berated my assistant. For nearly two minutes I chastised him for not insuring the projector was set up properly. I knew the audience would wonder how anyone so rude could be teaching a **charm school**. After my little act I brought my assistant, along with the base commander, into the room. I explained that the scenario was used to demonstrate how not to treat others and that the focus for the next hour and a half would be on how to deal courteously and effectively with people.

During the next 90 minutes, the audience became actively involved in the course. The movies triggered individual recollections of similar personal situations and many people readily interjected their own stories. At the close of the period I summed up the key points that I wanted the audience to take with them and handed out a short questionnaire to record their personal reactions. The comments on those questionnaires were all very positive and many individuals suggested expanding it to include others from throughout the base. Because of these and subsequent comments I included newly arrived second lieutenants from the Undergraduate Navigator Training (UNT) School. The positive feedback eventually made this course a first day requirement for each new UNT class. Since March 1985 over 1,000 people have attended the course.

The value of the course became apparent to the base populace and to outside agencies as well. People were treating other people with courtesy. As a matter of fact it was becoming commonplace rather than the exception. The base and local newspapers ran articles about the **charm school** and the naval training unit on base asked for information on the course. They were particularly interested in whether the course was available on videotape. Shortly thereafter, another request for information on the course came from the Civil Engineering Directorate, Headquarters, Strategic Air Command (SAC). They sent a representative to one of my classes to determine if the course might be applicable to their units. After attending the class, the representative also asked if a videotape of the class was available.

The two requests for a videotape led me to consider production of the course on videotape while I was attending Air Command and Staff College (ACSC). I was aware of the television studio capabilities at the Air University and hoped to be able to utilize them to make the videotape. The course would need to be reduced in length and another movie found to replace one for which the copyright restrictions could not be obtained. I also realized that subtle changes would be required from the process used in the development of the original course. Thus, my task (and ACSC project) became one of formulating a plan to

incorporate the course into a videotape that could be used by all federal agencies.

This concludes the historical perspective of the original course. Chapter Three outlines the formulation stages of the new course associated with the development of the videotape. The next chapter will briefly highlight selected author's thoughts used in the rationale and analysis toward development of the **charm school**.

## Chapter Two

### BACKGROUND PRINCIPLES

This chapter highlights selected author's views and thinking on the subjects of interpersonal relations and communications. The author considers this informational material important to understand the background considered in the formulation of the **charm school**.

The ability of people to deal with other people has become a more prominent concern with the growth of technology. Technological advances, in conjunction with the fast pace of modern living, can put added pressures on the way people treat each other. Dr. Paul P. Parker, in his book, How to Use Tact and Skill in Handling People, stated, "Let us realize that in this changing world we are dealing with people of highpitched emotions and with prejudiced and preconceived ideas with which we must reckon." (4:67) An ability to recognize attitudes or feelings in others considerably enhances the way a person can relate to them. Unless a person understands another's reasoning, he cannot hope to handle the difficulties of a fast-paced environment. Dale Carnegie said that the most important aspect in dealing with others is "...to try and increase your tendency to think always in terms of the other persons point of view, and see things from his angle." (2:61) It is critically important to consider the other person's reactions, or point of view, especially in the work environment.

Normally, when people feel that they are important, especially at work, they react positively to others. Paul P. Parker told of a survey he conducted of 2,500 homes to ascertain what people disliked most about business. Sixty-four percent of the replies indicated that indifference and lack of attention were the greatest dislikes. (4:145) These sentiments appear to represent a stumbling block in the way people treat each other. Many individuals find it easier to be indifferent toward others rather than courteous. Therefore, a compliment goes much farther in dealing with others than being indifferent. Abraham Lincoln was quoted as saying, "Everyone likes a compliment." (2:48) A compliment is a way of being courteous and people tend to respond positively when others are courteous and complimentary. It is interesting to note that compliments can be categorized in terms of relationships. An article in Psychology Today had a breakdown of compliments as follows: "Friends received 30 percent; lovers

and relatives 26 percent of the praise; co-workers, acquaintances, and neighbors received 28 percent; strangers, customers, and clients received only 8 percent; and the remaining 8 percent were directed at work superiors and subordinates." (7:28) As would be expected, people tend to bestow the most compliments on people with whom they have a close relationship. Basically, compliments are a form of demonstrated appreciation. According to William James, "The deepest principle in human nature is the craving to be appreciated." (2:38) Most people realize the validity of these thoughts, but often fail to put them into practice.

Regardless of a person's stature in life, he or she can make decisions which affect the actions of others. For example, a worker's handling of a situation could very well impact the relationship that customer has with the organization in the future. A Silicon Valley marketing vice-president said, "You know who the number one marketer is--in any company? It's the person on the loading dock who chooses not to drop the box into the back of the truck. Customer courtesy and customer service is an all-hands game." (1:58) One might even speculate that customer courtesy is one form of a compliment. It usually makes the customer feel good and the worker can almost always sense that good feeling in return. This modest and cost-free behavior by workers undoubtedly improves many organizations' success rates and productive outputs. In business terms this could correlate to higher efficiency and profitability.

Another type of courtesy is fairness by superiors toward subordinates. One author relates a story about a very influential business leader who overruled an associate even though the associate knew the boss was wrong. The associate lost some admiration for the boss's talents until the next morning when the boss called to apologize and reverse his own decision. (4:82) This story illustrates how people can react to the simplest stimuli. Supervisors and associates alike need to understand the importance of others' feelings.

When in the business of handling people one must always be aware of the feelings of others. In 1943, a book entitled The Technique of Handling People it was stated, "If there is one secret in handling people, it is to generate an atmosphere in which others feel at ease, appreciated, and among friends." (3:3) Not surprisingly, 40 years later, these words are still relevant. The ability of a person to be sincere and open with others inevitably improves communication and enhances their life. The common thread is, "You are dealing with other human beings, and they are subject to the same sorts of misgivings that you are feeling." (5:63) Therefore, everyone should try to have a positive approach toward everyone else. In the work arena, this can hinge on something as simple as working to improve your ability to successfully interact with others. Henry Ford stated, "If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from his angle as well as from your own." (2:54) Of course developing

such an ability requires hard work. There is no clear cut answer for every situation involving human feelings; however, one solution is as simple as the following precept, "If you treat each customer with common, everyday courtesy, you can have the lions share of any market in the world." (1:30) Again, courtesy is a function of improved communications and better interpersonal relations.

There is more to communication than just listening to what is being said. How a person listens to the communicator is also critical. Examining different facets of the art of communication helps one understand why people react the way they do and allows psychologists to better understand human behavior. Basically there are three common concerns associated with communications: first, certain ideas and meanings exist in the communicator's mind; second, there is a system to convey those ideas and meanings; and finally, what the receiver or interpreter understands. How well the receiver reacts to the communication determines if it was successful. Realistically, communication is nothing more than a speaker wanting to convey certain ideas and meanings to some interpreter. (6:iii) However, a very important aspect of human nature is developing an ability to distinguish what individuals are really communicating to others when they speak. We often hear the other person talking but fail to understand what the person was trying to communicate. Part of this problem stems from the listener failing to pay attention to not only what was being said, but also how it was being communicated. The how relates to a total speech process including the language of gestures.

Gesticulation (to make gestures using the limbs or body) is an aspect of communication that people need to recognize in order to be successful in personal interactions. Gestures play an important part in total communication and people often miss important clues because they don't pay close attention to them. David McNeill of the University of Chicago stated,

Because there are such close connections between gestures and overt speech, gestures offer themselves as a second channel of observation of the psychological activities that take place during speech prediction--the first channel being overt speech itself. The channels of gestures and speech are close, yet different. Combining a spoken sentence and its concurrent gesture into a single observation gives two simultaneous views of the same process, an effect comparable to triangulation in vision. (7:35)

People transmit information differently through gestures. For example, during World War II Winston Churchill used the V sign for victory. The gesture became a sign of the times. Another example is when children who don't like the food they are eating make faces which readily transmit a disdain for that substance. We find, then, that gestures make-up another type of

communication and interpreting gestures demands awareness of their use.

The ability to read and comprehend gestures requires attentiveness on the receiver's part. All too often people tend to ignore others by looking away, gazing off into space, or by other manifestations of inattention. What this usually transmits to the speaker is an I don't care attitude about what is being said. He must watch for such behavior and learn how to compensate for it. The ability to understand gestures can be made easier if good listening and attention techniques are used. By mastering these techniques, a person can better understand what another person is really trying to communicate and thus better respond to others.

This concludes a look at selected author's thoughts on interpersonal relationships and communication. Because the studies in these areas are so numerous, this chapter has merely highlighted the rationale which served as the basis for the **charm school** course. Chapter Three will address the development of the **charm school** videotape citing the different stages of the ISD process.

## Chapter Three

### ISD

#### INTRODUCTION

This chapter formally outlines the Instructional System Development (ISD) process whereby the **charm school** was developed into a useable videotape product. The videotape is intended to be used to help motivate military and civilian workers to develop better attitudes regarding personal interaction and communication skills. This chapter will address the four stages used in the ISD process.

#### ANALYSIS

The first stage of the ISD process focuses on the requirement to develop a **charm school** videotape. As described in Chapter One, the **charm school** began as a base level request from the base commander at Mather AFB. He desired a course highlighting everyday common courtesies and effective non-verbal communication. These requirements were emphasized in the initial **charm school** seminar developed for base support units. Ultimately the course met with overwhelming success and prompted requests from outside agencies for a videotape format. Such requests constitute the requirement addressed here, that is, to adapt the seminar into a videotape production. This requirement necessitated a complete rewrite of the seminar into a one-sided flow of information, appropriate to a videotape, while maintaining the focus of the course.

The next stage of the ISD process was to develop the objectives of the videotape. The objectives for the **charm school** videotape include:

- Comprehend the importance of being courteous.
- Discern another language of communication--gesticulation.

Fulfilling the first objective demonstrates how the lack of courtesies in people's everyday lives can impact negatively on them. This is accomplished through the use of a movie entitled

"A Gift from Mrs. Timm." (10) The movie tells the story of an elderly widow who wants to give a particular hospital a large cash donation. When she goes to the hospital she observes several instances of rude and discourteous behavior on the part of the hospital personnel. She changes her mind and decides to use the money to make a movie on what she observed. To emphasize the theme of the movie, and to look at other aspects regarding dealing with people, the author then relates several real-life experiences to build on the movie's message.

The second objective strives to make the audience aware of a facet of communication called gesticulation. To satisfactorily accomplish this, the author selected a short movie entitled "Person to Person--Making Communications Work for You." (11) The most common forms of communications using gestures were examined and dramatized. The movie presents several different situations to illustrate gesticulation and the effects it can have on people.

The third stage in the ISD process involved the production of the videotape. This stage incorporated three steps: to plan, write, and produce the videotape. Every step was coordinated with the Air University Television (AUTV) Center.

The planning step considered the basic composition of the videotape format. Attention was given to the one-way dialogue associated with a videotape production vice a live session. Considerable time was cut out of the original course because of the one-way dialogue. The author felt this to be a benefit to workplace supervisors because it reduced the time the workers would be away from their work. In addition to the importance of the length was the author's desire for the course to be entertaining. The subject of interpersonal relations and communications can be boring but, by keeping the videotape entertaining the author felt the audience would be more likely to watch the entire course.

The next step involved the writing of the script to be used in the production of the videotape. The script consists of three sections: the introduction, the anecdotes, and the closing remarks. As mentioned previously, the author wrote the script (Appendix B) with length as an important consideration and also attempted to reconstruct the anecdote conversations exactly as they had occurred. Coordination with the AUTV director assured the script was formatted properly and addressed the course objectives in a smooth flowing manner.

Then came the most critical step, that of making the videotape. Comprehensive preplanning between the author and the AUTV director was required to insure all aspects of production were evaluated. Determining the studio background, color of lights, props, and placement of props were closely coordinated and planned to the last detail. This even included careful consideration of the uniform the author would wear for the filming. The last consideration involved arranging a time slot for shooting the entire session. This was coordinated to allow

sufficient time to complete the taping in one sitting. During the taping session the AUTV director handled every detail. She integrated the final cuts with the AUTV logo and course title and screened the production to validate quality, uniformity, and completeness.

The final stage of the ISD process involves evaluating the course. A one page questionnaire was developed (Appendix A) and will be completed by each member of the audience at the conclusion of each course. Information obtained from the questionnaire will keep supervisors in touch with the applicability of the course and perhaps highlight other methods of improving worker awareness. The questionnaire is to determine whether or not the course was accomplishing what it is designed to do.

#### FINAL THOUGHTS

This course isn't the total solution to the way people treat others, but it should serve as a back to basics educational forum that will refamiliarize them with courtesy and communication. The author found few noncommercial videotape courses relating to this subject. Yet common courtesies and good communications affect every person each and every day. That is why it is necessary for people to learn how important it is to take that little extra time with others. In the military it is vitally important for every commander to be people oriented and to watch and listen to his/her subordinates. One man did just that and in a book entitled A Year of Excellence--1985, told of Sam Walton, who built the Wal-Mart stores from \$50 million to \$5 billion in a decade primarily by listening to his subordinates. (1:128) In any setting it is the workers who actually make or break an organization. In the author's view, programs such as this videotape can plant the seed of recognition, and the realization that improved interpersonal relations and communications will improve an organization.

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## APPENDICES

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**APPENDIX A**

**CHARM SCHOOL QUESTIONNAIRE**

Name/Organization (Optional)

1. Did you enjoy the charm school?
2. Would you recommend other people attend it?
3. Following the course, would a discussion session be appropriate?
4. Did this course give you some good ideas on how to deal with people?
5. Other comments:

## Appendix B

### SCRIPT

**NOTE: The anecdotes were reconstructed to reflect the conversations that actually occurred.**

WELCOME, WELCOME TO CHARM SCHOOL. YOU HAVE ALL BEEN SELECTED TO COME HERE NOT BECAUSE YOU ARE NOT CHARMING, BUT BECAUSE THIS IS A REFRESHER COURSE ON HOW TO DEAL WITH PEOPLE. I'M SO GLAD THAT YOU COULD COME HERE TODAY BECAUSE I AM GOING TO BE WITH YOU FOR FORTY-FIVE MINUTES. THE GOOD NEWS IS...I'VE GOT TWO ENTERTAINING MOVIES TO SHOW YOU. THE FIRST MOVIE DEALS WITH PEOPLE AND SHOWS SOME OF THE COURTESIES THAT WE NEED TO USE IN OUR EVERYDAY LIVES. THE SECOND MOVIE DEMONSTRATES HOW TO USE GESTURES IN COMMUNICATIONS. NOW FOR THE FIRST MOVIE. I WANT YOU TO PAY PARTICULAR ATTENTION TO THE CHARACTERS THAT YOU ARE GOING TO BE SEEING IN THIS MOVIE BECAUSE YOU WILL BE SEEING THEM LATER ON AS THE MOVIE CONTINUES. WITH THAT WE'LL SHOW THE FIRST MOVIE.

(BREAK, SHOW "GIFT FROM MRS. TIMM" MOVIE)

WELCOME BACK. HERE WAS A GOOD EXAMPLE OF A MOVIE THAT DEMONSTRATED ABOUT PEOPLE BURNING THEIR BRIDGES. NOW WE ALL KNOW WE NEED TO BE NICER TO EACH OTHER, AND YOU NOTICED SOME COMMON COURTESIES WOULD HAVE HELPED IN THE MOVIE. REMEMBER BEING HUMAN...FIRST...IS THE MOST IMPORTANT THING. I TOLD YOU I WAS GOING TO TELL YOU A COUPLE OF STORIES. THE FIRST STORY I WOULD LIKE TO TELL YOU IS A TRUE STORY ABOUT WHEN I WAS WORKING FOR A MAJOR DEPARTMENT STORE BACK IN MY COLLEGE DAYS. NOW WHILE I WAS IN COLLEGE I JUST KNEW THAT I KNEW EVERYTHING IN THE WORLD, BECAUSE BEING A COLLEGE STUDENT I WORKED HARD AND THERE I WAS WORKING IN A MAJOR DEPARTMENT STORE, AND WORKING IN THE SHOE DEPARTMENT. IF YOU COULD IMAGINE THIS: THIS LADY WALKS IN...SHE'S GOT IN HER BAG A PAIR OF OLD...BEAT-UP TENNIS SHOES. SHE APPROACHED ME AND SAID, "YOUNG MAN, I'VE GOT A PAIR OF TENNIS SHOES HERE THAT MY SON WORE FOR ONLY ONE YEAR, AND THEY ARE WORN OUT COMPLETELY." I LOOKED AT HER AND I SAID, "ONE YEAR, AN EIGHT YEAR OLD AND THEY LASTED THAT LONG! ONE WHOLE YEAR!" SHE SAID, "I WANT MY MONEY BACK!" SHE SAID, "I DID NOT GET THE SERVICE

I EXPECTED OUT OF THESE SHOES AND I WANT MY MONEY BACK." I SAID, "MA'M," I SAID, "A YEAR!" I THOUGHT TO MYSELF, HOW CAN THIS LADY BE SO NAIIVE. AFTER A WHOLE YEAR'S USE OUT OF THOSE SHOES AND SHE WANTED HER MONEY BACK. WELL BEING THE SMART GUY THAT I WAS , YOU KNOW...COLLEGE AND EVERYTHING, I TURNED TO HER AND I SAID, "MA'M, THAT'S NOT BEING VERY REALISTIC...AND WE REALLY SHOULDN'T GIVE YOU YOUR MONEY BACK BECAUSE YOU GOT MORE THAN AMPLE USE OUT OF THOSE SHOES." WITH THAT SHE BECAME REALLY UPSET! AND SHE DEMANDED TO SEE THE MANAGER! I SAID, "FINE. I'LL GET THE MANAGER FOR YOU." REMEMBER I'M THE SMART GUY. I KNOW THE MANAGER IS GOING TO BACK ME UP, BECAUSE NO ONE IN THEIR RIGHT MIND IS GOING TO GIVE HER HER MONEY BACK. SO I WENT OVER AND CALLED FOR THE MANAGER. A FEW MINUTES LATER THE MANAGER CAME DOWN THE WALKWAY. WELL I INTERCEPTED HIM AND TALKED TO HIM. "SIR, YOU ARE NOT GOING TO BELIEVE THIS, BUT THIS LADY REALLY THINKS WE ARE GOING TO GIVE HER HER MONEY BACK FOR USING A PAIR OF SHOES FOR ALMOST A YEAR!" HE SAID, "I'LL TAKE CARE OF THIS." HE WALKED UP TO HER AND SAID--"YES MA'M, HOW CAN I HELP YOU?" "WELL FIRST OF ALL YOU CAN GET RID OF HIM. SECOND OF ALL, THOSE SHOES MY SON WORE FOR ONLY ONE YEAR, AND THEY ARE COMPLETELY WORN OUT! AND I WANT MY

MONEY BACK!" HE LOOKED AT THE SHOES, HE LOOKED AT THE RECEIPT, AND HE LOOKED AT HER AND SAID, "YES MA'M I AGREE! YOU DO DESERVE YOUR MONEY BACK." AND HE TURNED TO ME AND HE SAID, "WOULD YOU PLEASE GIVE HER HER MONEY BACK." I JUST ABOUT FELL OVER. SO I GAVE HER HER MONEY BACK. I SAID, "THANK YOU VERY MUCH, COME AGAIN." SHE LOOKED AT ME WITH A LITTLE DISGUST. ABOUT A HALF AN HOUR LATER, THE MANAGER CAME BACK TO MY DEPARTMENT AND SAID..."WHAT DID YOU LEARN?" I SAID, "YOU WANT ME TO TELL YOU WHAT I REALLY LEARNED?" HE SAID, "SURE." I SAID, "WELL I'LL TELL WHAT I LEARNED. I LEARNED THAT THIS COMPANY IS NOT GOING TO BE IN BUSINESS VERY LONG WHEN YOU START GIVING AWAY MONEY FOR PEOPLE WHO HAD MORE THAN AMPLE USE OUT OF THOSE SHOES." HE SAID, "COME WITH ME SON, I WANT TO SHOW YOU SOMETHING. YOU NEED A LITTLE LESSON." SO WE WENT DOWNSTAIRS INTO THE APPLIANCE CENTER. HE SAID, "TELL ME WHAT YOU SEE." I LOOKED OVER THERE...AND IN THE CORNER, WAS THAT SAME LADY LOOKING AT THE BIGGEST REFRIGERATOR WE SOLD IN THE STORE. I SAID, "OKAY, SHE IS LOOKING AT A REFRIGERATOR." AND THE MANAGER TURNED TO ME AND SAID, "NO, NO!...SHE'S NOT LOOKING AT THE REFRIGERATOR, SHE BOUGHT THE REFRIGERATOR. NOW TELL ME MISTER COLLEGE MAN, WHAT DO YOU THINK WOULD HAVE HAPPENED IF YOU HAD NOT

GIVEN HER HER MONEY BACK?" I SAID, "WELL, YOUR'RE RIGHT...SHE WOULD HAVE BEEN MAD. AND SHE WOULD HAVE WALKED OUT OF THE STORE AND CERTAINLY NOT HAVE BOUGHT THAT REFRIGERATOR." HE SAID, "YOU'RE ABSOLUTELY RIGHT!" HE SAID, "YOU'VE GOT TO LEARN YOU'VE GOT TO BE COURTEOUS, AND YOU'VE GOT TO BE FAIR, AND SOMETIMES YOU HAVE TO LOOK IN THE CUSTOMER'S INTEREST." WELL, I LEARNED SOMETHING THAT DAY. I LEARNED THAT COURTESY AND FAIRNESS CAN GO A LONG WAY IN MANY THINGS, NOT ONLY BEING IN THE STORE.

LET ME TELL YOU ANOTHER STORY. NOW THIS STORY I AM GOING TO TELL YOU...SOME PEOPLE SAY IT IS TRUE, AND SOME PEOPLE SAY IT IS FICTION. I'LL LET YOU BE THE JUDGE. THIS IS A WAR STORY. IN VIETNAM THERE WAS A TRANSPORT CREW IN SAIGON AND THEY HAD JUST TAKEN-OFF AND THEY WERE GOING TO ANOTHER COUNTRY. IN FLIGHT THEY GOT AN EMERGENCY MESSAGE TO DIVERT TO A NORTHERN BASE IN VIETNAM. THEY SAID, "IT IS IMPERATIVE YOU LAND AND PICK-UP SOME VERY IMPORTANT CARGO." THE CREW LANDED. AFTER THEY LANDED, THEY STOPPED AND FOUND AN INDIVIDUAL AND SAID, "WHERE IS THIS IMPORTANT CARGO?" HE SAID, "OH, GO CHECK WITH BASE OPERATIONS!" SO IMMEDIATELY THEY RAN INTO BASE OPERATIONS AND SAID, "WHERE IS THIS IMPORTANT CARGO?" THE GENTLEMAN LOOKED AT HIM AND HE SAID,

"RIGHT IN THERE." SO THEY ALL WALKED INTO ANOTHER ROOM, AND SITTING IN THIS ROOM WAS AN ASIAN-AMERICAN LOOKING INDIVIDUAL...LONG HAIR, SCRAGGLY-LOOKING CLOTHES, DRINKING COFFEE. THE CREW SAID, "EXCUSE ME, WE ARE LOOKING FOR SOME IMPORTANT CARGO THAT WE HAVE COME TO PICK-UP." HE SAID, "OH, I'M IT!" THE CREW SAID, "WAIT A MINUTE, WHAT DO YOU MEAN YOU'RE IT?" HE SAID, "I'M THE IMPORTANT CARGO." THE CREW SAID, "WELL WHERE ARE YOU GOING?" THE GENTLEMAN LOOKED AT THEM AND SAID, "EAST, I'M GOING EAST." THE CREW COULD NOT FIGURE OUT WHAT WAS GOING ON. THEY TURNED TO THE BASE OPERATIONS INDIVIDUAL AND SAID, "ARE YOU KIDDING ME? THIS IS OUR IMPORTANT CARGO?" BASE OPS SAID, "LISTEN, WE GOT A TOP PRIORITY MESSAGE TO GET THIS INDIVIDUAL AND HEAD HIM EAST." THE CREW SAID, "OKAY." SO THEY PUT HIM ON THE AIRCRAFT, AND THEY TOOK OFF...HEADING EAST. THEY LANDED AT ANOTHER BASE TO REFUEL, AND AS THEY WERE ON THE GROUND GETTING REFUELED THEY WERE OUT IN FRONT OF THE AIRCRAFT TALKING. WHO DROVE BY BUT THE LOCAL RANKING OFFICIAL OF THAT BASE. HE STOPPED THE CAR...BECAUSE HE COULDN'T BELIEVE WHAT HE SAW. HE SAW THIS CREW...BUT HE SAW THIS INDIVIDUAL STANDING THERE WITH LONG HAIR AND SHAGGY LOOKING CLOTHES. HE WALKED UP TO THE CREW AND SAID, "WHO IS

IN-CHARGE HERE?" "SIR, I'M THE AIRCRAFT COMMANDER." HE SAID, "WHAT'S THIS!" HE SAID, "SIR, THIS IS OUR CARGO." HE SAID, "THIS IS A CARGO! THIS A PATHETIC LOOKING CARGO." SO HE TURNED TO THE INDIVIDUAL AND SAID, "WHO ARE YOU?" HE SAID, "SIR, I'M JUST A GUY WHO IS TRYING TO HEAD-ON." HE SAID, "IF YOU JUST LEAVE ME ALONE, WE'LL BE GLAD TO REFUEL AND TAKE-OFF AND BE OUT OF HERE SHORTLY." "NO, NO! YOU DON'T UNDERSTAND...WHERE ARE YOU GOING?" THE GENTLEMAN LOOKED UP AT THE COMMANDER AND SAID, "SIR I'M GOING EAST." "EAST! WHAT KIND OF ANSWER IS THAT! WHERE EAST?" "WELL SIR, I'M GOING EAST." HE SAID, "I WANT KNOW WHO YOU ARE, I WANT TO KNOW WHERE YOU ARE GOING, AND I WANT TO KNOW RIGHT NOW, OR YOU ARE NOT GOING ANYWHERE." THE INDIVIDUAL SAID, "SIR, ALL I CAN TELL IS THAT I AM GOING EAST." "COME WITH ME," THE COMMANDER SAID. THEY GOT INTO THE STAFF CAR AND THEY WENT BACK TO THE COMMANDER'S OFFICE. THE COMMANDER SAID, "MISTER, YOU ARE GOING TO BE HERE UNTIL YOU KNOW WHAT FREEZES OVER UNLESS YOU TELL ME WHAT IS GOING ON HERE. I WANT TO KNOW WHO YOU ARE AND WHERE YOU ARE GOING." THE GENTLEMAN SAID SIR, "I'VE TOLD YOU EVERYTHING I CAN TELL YOU. I NEED TO GO EAST AND THAT IS REALLY ALL THAT I CAN TELL YOU." ABOUT THAT TIME THE RANKING

OFFICIAL TURNED TO HIS SECRETARY AND SAID, "CALL THE SECURITY POLICE...WE HAVE AN INDIVIDUAL WHO IS GOING TO BE WITH US A LONG TIME." WELL, THIS INDIVIDUAL FIGURED THAT HE HAD BETTER DO SOMETHING QUICK FOR IT WAS OBVIOUS NOTHING WAS GOING TO HAPPEN. SO HE SAID, "SIR, CAN I USE YOUR TELEPHONE?" THE COMMANDER SAID, "BE MY GUEST. HE SAID I'LL GIVE YOU THE ONE CALL." SO THE GENTLEMAN WENT UP TO THE TELEPHONE, EVERY COMMANDER HAS GOT AN OVERSEAS AUTOVON PHONE IN HIS OFFICE. HE PICKED IT UP. DIALED A SERIES OF NUMBERS...AND WAITED. THEY ANSWERED ON THE OTHER END. "HI, IT'S ME! I'M STUCK OVER HERE IN THE FAR EAST. I'M IN THE COMMANDER'S OFFICE AND HE WON'T LET ME GO. IS HE IN? HE IS, OKAY...HELLO SIR, YES SIR IT IS ME. I'M STUCK OUT HERE IN THE FAR EAST AND I CAN'T GET BACK. I'M IN THIS COMMANDER'S OFFICE AND HE WON'T LET ME GO. YES SIR, I KNOW THAT SIR. I'M TRYING SIR. SIR...YOU WANT TO TALK TO HIM. YES SIR,...IT'S FOR YOU." SO THE COMMANDER CAME OVER AND PICKED THE PHONE UP. "THIS IS SUCH AND SUCH, WHO IS THIS? YES SIR! YES SIR! YES SIR! YES SIR! IMMEDIATELY SIR! I'LL PERSONALLY SEE TO IT. YES SIR!" SO HE PUT THE PHONE DOWN, AND GRABBED THIS INDIVIDUAL AND SAID, "COME ON...YOU'RE COMING WITH ME." THEY DROVE OUT TO THE AIRCRAFT. THE CREW WAS

OUT THERE AND THE PLANE HAD JUST BEEN REFUELED AND HE RAN UP TO THE CREW AND SAID, "GET THIS GUY ON THE AIRCRAFT AND TAKEOFF!" THE AIRCRAFT COMMANDER LOOKED AT HIM AND SAID, "WHERE ARE WE GOING?" THE COMMANDER LOOKED BACK AND SAID, "EAST...HEAD EAST. HE KNOWS WHERE TO GO!" NOW IT HAS BEEN SAID THAT WHO WAS AT THE OTHER END OF THAT TELEPHONE WAS ABOUT AS HIGH UP AS ONE COULD GO. BUT THE MORAL OF THIS STORY IS DON'T JUDGE A PERSON JUST BY THE WAY HE/SHE LOOKS. GIVE A PERSON AN OPPORTUNITY, GIVE HIM A CHANCE...BECAUSE YOU NEVER KNOW WHO THAT INDIVIDUAL'S FRIEND MIGHT BE. ANOTHER EXAMPLE OF BURNING YOUR BRIDGES. PART OF THAT SITUATION DEALT WITH COMMUNICATION...OR LACK OF. NOW WE WANT YOU TO LEARN SOMETHING ELSE, AND THAT IS WHEN YOU COMMUNICATE, YOU NEED TO LISTEN...AND WATCH. BY WATCHING A PERSON TALK, YOU CAN LEARN SOMETHING FROM HIS/HER GESTURES. MOST OF US USE OUR HANDS, OUR FACE, OR SOME FORMS OF OUR BODY TO GET OUR MESSAGE ACROSS. THIS NEXT SHORT MOVIE IS A DEMONSTRATION OF SOME OF THE THINGS WE SEE IN OUR EVERYDAY LIFE THAT MAYBE WE MISS. NOW IF YOU ARE READY FOR THIS, WE'LL SHOW THE NEXT MOVIE.

**(BREAK, SHOW "PERSON TO PERSON" MOVIE)**

WELCOME BACK. I HOPE YOU ENJOYED THAT MOVIE. THAT IS A DATED MOVIE YOU PROBABLY HAD NEVER SEEN BEFORE AND YOU HAVE TO ADMIT SOME OF THE FOLKS LOOKED A LITTLE UNUSUAL. BUT YOU KNOW GESTURES ARE THE SAME, THE WAY WE TALK, THE WAY WE REACT, THE WAY WE EMPHASIZE. EVERYONE HAS HIS OR HER OWN LITTLE STANDARDS. AND I THINK IT IS IMPORTANT THAT EACH OF US WATCH THOSE.

IN THE FIRST PART WE TALKED ABOUT DEALING WITH PEOPLE AND THAT IS...COMMON COURTESIES AND BEING FAIR. THE SECOND PART WE TALKED ABOUT COMMUNICATION AND HOW IMPORTANT THAT IS FOR YOU THE LISTENER TO WATCH THE COMMUNICATOR.

THE OVERALL THING WE NEED TO REMEMBER HERE IS THAT WE NEED TO TREAT EACH OTHER AS WE OURSELVES WOULD WANT TO BE TREATED. AND DON'T FORGET, WE DON'T EVER WANT TO BURN OUR BRIDGES BECAUSE WHO KNOWS...YOU NEVER KNOW WHEN YOU MIGHT HAVE TO CROSS THAT BRIDGE AGAIN!

I WANT TO THANK YOU FOR COMING, AND HAVE A GREAT DAY!

(END)

EIN.D

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